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ABSTRACT

Since 1960, the Teacher Intern Program has offered the best teaching candidates throughout Wisconsin an opportunity to analyze teaching and learning experiences in school settings, interact with experienced colleagues, put into practice what they have learned in school, and receive payment. Internship activities focus on preparing, selecting, and organizing learning experiences and materials; class planning; interaction with learners to assess their motivations, capabilities, and problems; development of student sensitivity to teaching; analysis of skills and competencies needed for evaluating the teaching of others; and development of communication skills. Interns are selected based on high admission standards, licensed by the Wisconsin Department of Public Instruction, and paid a stipend. The teacher internship program provides many services to local school districts: reduces temporary high enrollments at a grade level; provides more classroom observation time to determine specific needs of students; permits more parent contacts; enhances team teaching; affords colleges/universities an opportunity to plan staff development programs for the cooperating teachers who supervise interns; provides a source of recruitment for staff vacancies; and offers support to a combination grade teacher. The pamphlet discusses who is eligible to be an intern; procedures for applying for an intern; the roles and responsibilities of various individuals and institutions involved; legal requirements; the selection process; and payment procedures. A list of cooperating college and university coordinators, and institutional representatives is included. A sample Intern Request form is also included. (JDD)

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MARCH 1994
WISCONSIN IMPROVEMENT PROGRAM

SP

ED 372 070

Teacher Apprenticeships

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SP 035-362

Wisconsin Department of Public Instruction/John T. Benson, State Superintendent

The Wisconsin Improvement Program has a long history of innovative and creative thought. The Teacher Intern Program is only one example of that creative thought growing into positive action.

The purpose of this brochure is to provide information about the Teacher Intern Program, how it works, and how it can benefit all participants.

It is imperative that students interested in being teachers be prepared to meet the challenges of their future profession. It is hoped that this brochure will help all participants in the Teacher Intern Program have a fruitful and rewarding experience.

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This publication is available from

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national origin.

Dear Educator:

Wisconsin has the best teachers in the nation. The teacher internship program is one important component of teacher preparation programs in our state; it is an excellent opportunity for school districts, college/university campuses and the Department of Public Instruction (DPI) to participate cooperatively in the education of future teachers. It is an opportunity for a promising rookie (student intern) to be teamed with an experienced veteran (cooperating teacher), who cares. The amount and frequency of time the cooperating teacher is willing to devote, quality of supervision, support of the intern and, most important, the professional attitude of the cooperating teacher determines the impact of the program.

Selection of the cooperating teacher is critical. That person should be a teacher who is with students, in a classroom setting, more than half of the instructional time in a school day.

Teacher internship programs provide many services to local school districts: 1) Reduce temporary high enrollments at a grade level. 2) Provide more classroom observation time to determine specific needs of students. 3) Permits more parent contacts. 4) Enhance team teaching. Pairing allows some release time for the regular (cooperating) teacher, i.e., more individual time for students or time to work on a district/building project. 5) Afford colleges/universities an opportunity to plan staff development programs for the cooperating teachers who supervise interns. This training can also be made available to other teachers. 6) Provide a source of recruitment for staff vacancies within a district. 7) Offer support to a combination grade teacher.

A teacher intern is not a student teacher. Some of the major differences are: 1) Every intern can student teach—every student teacher cannot intern. 2) Interns are licensed by the Department of Public Instruction. 3) Intern applicants are interviewed and selected based on unusually high admission standards. 4) Interns are paid a stipend of \$2,700 per semester by the district. 5) District pays a \$300 fee per intern per semester to the DPI. This money is returned to the district and the college/university campus to pay for approved staff development programs for the intern, cooperating teacher and other teaching staff.

An excellent 20-minute video explaining the teacher internship program is available at no cost. Please contact Jim Wickman, Director of the Wisconsin Improvement Program (608/266-9352) if you want a copy for your organization.

Sincerely,



Jim Wickman, Director
Wisconsin Improvement Program

What is the Wisconsin Improvement Program? The Wisconsin Improvement Program (WIP) is a consortium of 25 teacher preparation institutions, along with the State Department of Public Instruction (DPI). Through the action of the 1987-89 budget bill, WIP is now a part of DPI. The purpose of WIP is to promote and encourage the training and education of teachers throughout their careers.

A major initiative of WIP is the Teacher Intern Program. Since 1960, this program has offered the best teaching candidates throughout Wisconsin a chance to learn by involvement. Through this program, students are given an opportunity to analyze the teaching and learning experiences in school settings, interact with experienced colleagues, put into practice what they have learned in school, and receive payment for their efforts.

The role of the WIP itself is to give final approval to designs as they are submitted and amended, and to coordinate communication and placement between districts that need interns and campuses that have qualified students. The overriding consideration in making decisions about design approval and related issues is the welfare of the intern. The intern experience is an important component of the teacher preparation program, and all parties must strive to ensure that a supportive learning environment exists.

What does a teacher internship involve? Each internship is designed by the cooperating school and the participating college or university.

All internships share certain elements. Activities focus on teacher responsibilities, such as preparing, selecting, and organizing learning experiences and materials; class planning; interaction with learners to assess their motivations, capabilities, and problems; development of student sensitivity to teaching; analysis of the skills and competencies needed for evaluating the teaching of others; and development of skills necessary to communicate with pupils, staff members, parents, and other members of the community. The intern's performance is also evaluated by colleagues and administrators.

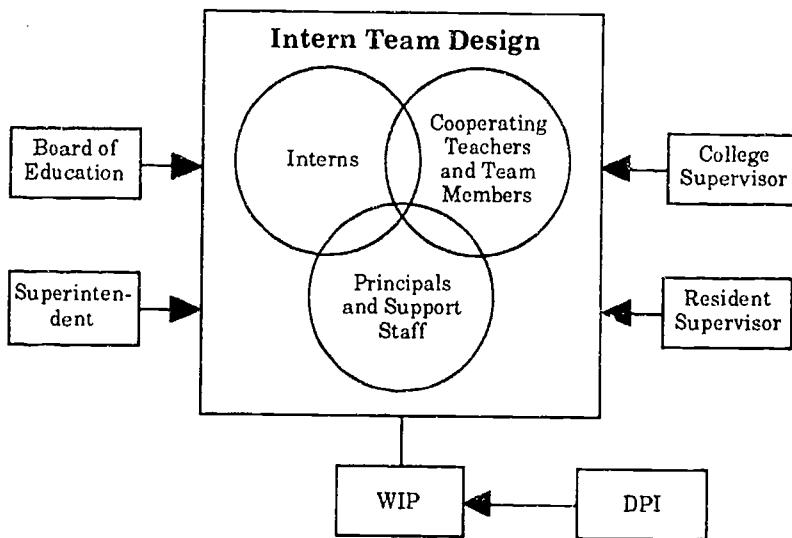
Who is the teacher intern? The teacher intern is a student in the process of completing a teacher education program and a teaching license. Students selected to participate in the WIP Teacher Intern Program are among the best at their colleges and universities.

Who is eligible to be an intern? Students attending Wisconsin colleges and universities that are WIP member institutions offering teacher training are eligible to participate in the WIP Teacher Intern Program.

Where will students serve their internships? Students selected for the Teacher Intern Program can serve their internships at schools in Wisconsin or surrounding states. WIP assists school districts in designing intern experiences and in locating qualified teaching candidates.

How is an internship organized? An internship is organized around an intern team. The team guides and advises the student throughout the internship.

Who makes up the intern team? Composition of the intern team will vary from one district to another. Usually, the intern team is made up of the student, the cooperating teacher, select school staff, and the student's college or university supervisor. Other key personnel who will give their input, direction, and support include the board of education (through the district superintendent) and representatives of DPI.



What is the intern's role in the school district? An intern assumes a partial teaching assignment. The assignment can involve up to 50 percent of the workload of a certified teacher in the district. The intern is assigned a variety of instructional duties: planning, teaching, observing, and conferring with colleagues. An intern usually is not enrolled in formal coursework during the internship. The actual workload of an intern will vary, depending on the program worked out by team members. The normal work week for a teacher intern is to be on site at the district school five days per week during the semester (as defined in the district's policy manual, association contract, etc.).

What is the role of the cooperating teacher? The cooperating teacher gives day-to-day guidance to the intern; i.e., introduces the intern to other team members, other faculty, administrators and resource persons in the school district, and orients the intern to team operations. The cooperating teacher will advise the intern on the mores and expectations of the community, how to maintain student-teacher-parent rapport, and professional ethics. The cooperating teacher also reports to the intern's college or university.

***What legal requirements must cooperating teachers meet?**
PI 4.10 Wis. Admin. Code. Cooperating Teachers. The SCD shall ensure that cooperating teachers utilized in the clinical programs meet the following requirements:

- (a) Hold a regular Wisconsin license or its equivalent for the teaching assignment.
- (b) Have at least three years of teaching experience with at least one year of teaching experience in the school system of current employment.
- (c) Have completed a course or seminar in supervision of student teachers or interns or have qualified as a cooperating teacher prior to July 1, 1977, based on successful service as a cooperating teacher. Successful service as a cooperating teacher shall be determined by the recommendations of an immediate supervisor, a college or university supervisor, and a former student teacher or intern who has worked with the teacher in a student teaching or intern situation.

***School personnel should contact local campuses as to supervisory courses that may be offered. UW-Stout offers a 2-credit correspondence course that satisfies PI 4.10. Contact Harlyn Misfeldt, UW-Stout (715-232-1088) for details.**

What role does the school principal play? The school principal shares some of the duties of the cooperating teacher in helping to orient the intern to the school system, the staff, and the community. The principal also ensures that the intern team has adequate time to confer.

What is DPI's role in the intern process? DPI is the legal agency through which interns are issued licenses in Wisconsin. The intern license is not a substitute license. DPI serves in an advisory capacity to the Teacher Intern Program by providing information on current license requirements and by offering assistance to colleges, universities, and local school personnel in the development, implementation, and evaluation of instructional programs related to teacher education.

The DPI also reviews intern applications, advises school districts on modifications of their designs, investigates complaints or concerns about placements (present or proposed), and decides whether to approve placing an intern in each district that applies.

The following is a list of criteria used for the approval of intern-in-team designs:

1. For a successful intern design, adequate day-to-day time must be provided for the cooperating teacher and intern for planning, observing, and evaluating.
2. The cooperating teacher must be a voluntary participant in the intern team and must meet legal requirements as specified in Wisconsin Administrative Code.
3. Intern designs should be supported by the entire educational community and should be viewed by members of the educational community as an enhancement to the district program.
4. Each design must ensure that the intern will receive an experience that will include the teaching activities needed to meet the requirements of the individual's certification area.

All internships will include a focus on teaching responsibilities such as preparing, selecting and organizing learning experiences and materials; class planning; interaction with learners to assess their motivations, capabilities, and problems; development of student sensitivity to teaching; analysis of the skills and competencies needed for evaluating the teaching of others; and development of skills necessary to communicate with pupils, staff members, parents and other members of the community.

Problems or concerns expressed by parents, interns, cooperating teachers, other teaching staff members, school district administrators or teachers' association/union official representatives about the use of teacher interns or the general climate in the school will be considered in determining whether to place an intern in a particular school district. Evidence that a particular placement may not be supportive of the teacher internship program in general or may not be a positive environment for the teacher intern may be grounds for deciding not to approve a particular request for an intern.

How are student interns selected? Campus coordinators select outstanding student teacher candidates they believe are capable of greater responsibility. Selection criteria and appointment are determined by individual campuses.

How can an interested school district participate in this program? Interested school districts can contact a local campus coordinator or the WIP office at (608) 266-9352. *The earlier a school district notifies the WIP office of its intentions to utilize interns, the greater its chances are of interns being placed.* It is recommended school districts interview more than one intern candidate for a position. That will provide a more realistic experience for the student candidates and allows the district to select the intern that best meets the needs/style/personality of the school and teaching staff. It is also recommended that cooperating teachers be included in the interview/selection process of the student interns.

Does participation in the WIP Teacher Intern Program involve more than the assignment of an intern to a school district? As part of the application process, the school district agrees to sponsor inservice training for interns and cooperating personnel. This inservice is in addition to any training already offered by the school district to its employees.

What is the purpose of this inservice training? The inservice training provides an additional opportunity for staff development, which will benefit both the intern and existing staff.

Does WIP specify the topic to be covered in this inservice? No. The topic of the inservice is decided by the school system.

Who pays for this additional inservice training? Participating districts contribute funds which are available for approved inservice programs from WIP. Each school district is billed \$300 per intern per semester. The local school district can use \$150 of each \$300 fee to pay for inservice programs as defined in the WIP Inservice Fund Guidelines. The remaining \$150 of the \$300 fee is available to the campus placing the intern. That \$150 can be used to pay for inservice programs as defined in the WIP Inservice Fund

Guidelines. School districts are billed once a year in February. Accumulated funds are only good for that school year—use it or lose it. Each school district is responsible for administering the staff development budget generated through the district's use of interns. WIP's fiscal responsibility is to monitor the utilization of those funds. Inservice funds for which no application has been received in the WIP office by the last working day in April will be placed in a general WIP inservice account. Those funds will be available to any college or school district participating in the Teacher Internship Program. To apply for the funds, a WIP inservice application (postmarked after the last working day in April) must be submitted to the WIP office. Applications will be evaluated on a case-by-case basis. For additional information, contact the WIP office at (608) 266-9352.

What benefits do school districts receive from participating in the WIP Teacher Intern Program? Proper utilization of an intern means a school district may not have to use part-time or unqualified personnel to absorb classroom overload. Staff and administration will have an opportunity to observe interns and evaluate their desirability as future staff members. The additional inservice will allow a school system to upgrade its curriculum and stimulate staff development and improvement.

The Teacher Intern Program offers school systems an opportunity to participate in the preparation of future teachers. It can strengthen the bonds between institutions that train teachers and local school systems and permit the creative reassignment of professional personnel.

The program may also result in new or fresh approaches to instruction not possible under single-teacher classroom arrangements. Staff members directly involved with the intern as well as teachers observing the program may be stimulated to try new content and/or methods as a result of their contact with an intern.

The teacher intern is a unique human resource offering a flexible characteristic to school staffing. An intern can offer the time that is often essential for permanent staff members to complete tasks in addition to their teaching responsibilities. These could be administrative, curricular, evaluative, or cocurricular assignments.

What are the responsibilities of the local school district?

The local school district has the following responsibilities:

- Provide instructional and administrative structures within which the intern team will function.
- Assign staff who will become a part of the intern team.
- Choose a cooperating teacher who will not only supervise the intern on a day-to-day basis but will be willing to exchange teaching responsibilities for a class or a day with college or university personnel.
- Provide a supportive environment where all members of the school community can work together to provide an excellent developmental experience for the intern.
- Pay intern a \$2,700 stipend per semester.*
- Pay DPI \$300 inservice fee per intern per semester.

What are the responsibilities of the intern's college or university? These institutions have the following responsibilities.

- Recruit, appoint, and assign student interns.
- Coordinate clinics, seminars, and conferences in which members of the intern team participate.
- Provide intern information and completed license applications to the WIP office.
- Monitor the implementation of the intern design and report modifications or inconsistencies to the WIP office.

What are the responsibilities of the student intern? Once a student is notified of selection as a WIP intern, the student has the following responsibilities:

- Contact the school to discuss details of the placement.
- Meet appropriate teacher intern licensing requirements.
- Arrange in advance to visit the school before the teaching assignment begins.
- Be prepared to follow through on the commitment to the school in a professional manner.

What are the responsibilities of the intern's college or university supervisor? This supervisor assists the local school in developing the intern team design. The supervisor will visit the

* This figure to be increased effective 1995-96 school year.

school and will consult with all team members at least four times during the intern's assignment. Based upon classroom observation of the intern, the supervisor will prepare at least four written evaluations of the intern. The supervisor will also conduct at least two three-way conferences involving the intern, the cooperating teacher, and the supervisor.

What are the responsibilities of the local school superintendent? The superintendent acts as a channel of communication between the local school system and the board of education, and between the local school and the WIP office. The superintendent or a designee works to ensure the intern team has enough time and support to function efficiently and effectively.

What other legal requirements must interns meet? Physical exams are required of interns in Wisconsin. Licensing requirements vary from state to state. Campus coordinators and WIP personnel can assist interns in this area.

Do school districts enter into contracts with WIP interns? By participating in the program, it is implied that the intern assignment is a bona fide agreement among the college or university, the school system, and the intern. It is recommended that the school system and the intern agree in writing about the intern's and the school district's responsibilities and obligations toward each other. Local bargaining agreements regarding the placement of interns must be followed.

Are teacher interns compensated? Students participating in the WIP Teacher Intern Program receive a \$2,700 stipend. The stipend is the "pay" the intern receives for the teaching assignment. The stipend is standard for all WIP placements, except where negotiated agreements take precedence. Interns should consult with their districts about what deductions (federal and state income taxes, Social Security and other retirement systems) will be taken from the intern's stipend.

Who pays the WIP teacher intern? Local districts pay each intern directly.

SECONDARY DESIGNS ONLY

Answer the following questions relative to the school/building to which the intern is assigned.

1. No. of instructional periods per day

2. No. of teaching periods per day for which the intern is responsible

3. No. of teaching periods per day shared by cooperating teacher and intern

ELEMENTARY DESIGNS ONLY**For Units/Team Teaching Patterns**

1. Total No. of Students

2. Total No. of Professional Team Tchrs Not including intern.

3. Intern class size _____

Type of Student Load Intern will have for semester Check

Constant Indicate no. of students _____

Variable

Increase by _____ Decrease by _____

4. Fraction or Percent of Full Teaching Load carried by the intern _____ Must NOT exceed the equivalent of a 50% workload.

ALL DESIGNS

1. Have you consulted a campus about this intern design? Yes No
If yes, list campus(es) _____

2. Has a budget of \$3,000* per semester been encumbered for each intern? Yes No Explain below

* \$2,700 for Intern Stipend (plus any negotiated and legally required withholding or employer contributions)
\$300 for General In-Service Programs (Districts will be billed by WIP)

D Wisconsin Department of Public Instruction
P INTERN REQUEST
I PI-1690 (Rev. 11-90)

For DPI Use Only

Design Number

Campus Code

INSTRUCTIONS: Complete and return one copy of this request by
APRIL 16 to:

WISCONSIN IMPROVEMENT PROGRAM
125 SOUTH WEBSTER STREET

P.O. BOX 7841

MADISON, WI 53707-7841

Refer to guidelines and if you need further assistance, call or write
the WIP office. (608) 266-9352

1. School District	2. Superintendent	3. Address Street, City, State, ZIP	4. Telephone Area/No.
5. School Name	6. Principal	7. Address Street, City, State, ZIP	8. Telephone Area/No.
9. Subject Area/s to be taught by intern		10. Grade Level(s)	
11. No. of interns requested for this subject area/grade level for the school year 19 ____ to 19 ____		12. Course Content	
Semester I		Semester II	
13. Cooperating Teacher*		14. Years Teaching Experience	
		16	

15. Years experience with interns/student teachers

16. Year of most recent supervision course/workshop
Required by PI 4.10 Wisconsin Admin. Code

17. Other Team Members

18. Years Teaching Experience

19. Amount of time per day the intern will have available to observe the cooperating/other teachers.

20. Amount of time per day the cooperating teacher will have available to observe the intern

21. Describe the proposed daily schedule of the intern (I) and the cooperating teacher (C).

* Teacher having primary in-class supervising and planning responsibility.

APPROVAL SIGNATURES			
Cooperating Teacher/Team Leader	Date Signed		
Principal	Date Signed		
District Administrator/Designee	Date Signed		
TEACHER PREP. INSTITUTIONS APPROVAL	<table border="1"> <tr> <td>Signature of Representative</td> <td>Institution Name</td> </tr> </table>	Signature of Representative	Institution Name
Signature of Representative	Institution Name		

Comments/Suggestions/Additional Information

How long is a teacher internship assignment? An internship placement usually is for one complete semester—fall or spring. The semester internship follows the local school calendar, not the campus calendar. In some cases, a district may arrange to have an intern placed for the entire school year.

When should a school district apply to WIP for an intern? The earlier a district contacts either the local campus WIP coordinator or the state WIP office, the greater the chances are of getting the best intern for the district's needs. Most intern assignments are made by July.

The application process follows this timeline:

- January: School district personnel recognize the need for and possibilities of participating in the intern program.
- February: School districts request application forms.
- March: School district personnel contact a local cooperating college or university for help in developing an intern team design.
- April: Requests for interns for the upcoming school year are formalized. The applications are sent to the WIP office by April 15.
- May 1: Districts receive notice about whether they will receive an intern for the upcoming school year. Superintendents should notify WIP of any changes in their applications. Campus coordinators meet to match interns to their assignments.
- June: Orientation conferences are held at cooperating schools for school personnel and their interns. Recruitment for unstaffed intern vacancies continues.

How does a school district terminate an agreement with an intern? Termination of assignments can be made based on factors unique to each situation. The final decision must be made in the best interests of the total partnership.

Before any action is taken, all levels of interaction will be observed, and pertinent records will be examined to ensure the verification of perceptions and to ensure the rights of all parties are not violated. The due process procedure for interns involves each of the following participants at each separate stage in the process: the cooperating teacher(s), the building administrator(s), district administrator, university supervisor(s), campus coordinator, and a WIP administrator.

Are interns eligible for unemployment compensation benefits? No. If a claim arises, school administrators can call the WIP office or use Sec. 108.02(15)(j)1, Wisconsin Statutes, as a guide. Interns are also not eligible for the state teacher retirement system.

What should an intern do if a job action or work stoppage occurs in the assigned district? If this happens, it is the policy of WIP that interns be declared nonparticipants to all parties involved in the dispute. Interns will remain on a stand-by basis during the period of time that a school is closed as well as when a school is open but issues remain unresolved. Interns are not to be considered employees or members of the local bargaining unit. This policy is declared not to favor one side or the other, but to recognize the intern's status as a nonparticipant in the negotiation process.

General Policy on the placement or removal of interns. All should be aware that the intern is a temporary assignee to the school system, and it is important to protect all participants in the Teacher Intern Program from conflict and concern. If there is evidence of substantial conflict or concern in a district, interns may not be assigned to and may be removed from that school district.

For what subject areas are interns available? Applications for interns are accepted in all subject areas, including special education and guidance.

Will all applications for interns be approved and filled? No. All applications must first be approved in accordance with the criteria listed earlier in this booklet under DPI responsibilities.

Once that process is completed, designs will be sent to participating campuses. There is never a guarantee that all designs will be filled, but early application increases the chance that a position will be filled.

Coordinators in the cooperating colleges and universities are responsible for intern placement and assist school districts in designing the intern team.

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Institutional representatives set policy for the WIP internship program. Comments can be directed to them.

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Advisory Council of Administrators and Teachers

The WIP Advisory Council has been changed to include Future Educators and the Teacher World Program. The new title is the State Superintendent's Advisory Council for Wisconsin Improvement Program/Teacher World/Future Educators. All of the participating organizations have similar goals and objectives, therefore, consolidation seemed logical.

The Council will serve in an advisory capacity, making recommendations to the State Superintendent of Public Instruction and the WIP Director regarding policy, programs, and personnel.

Making the Program Work

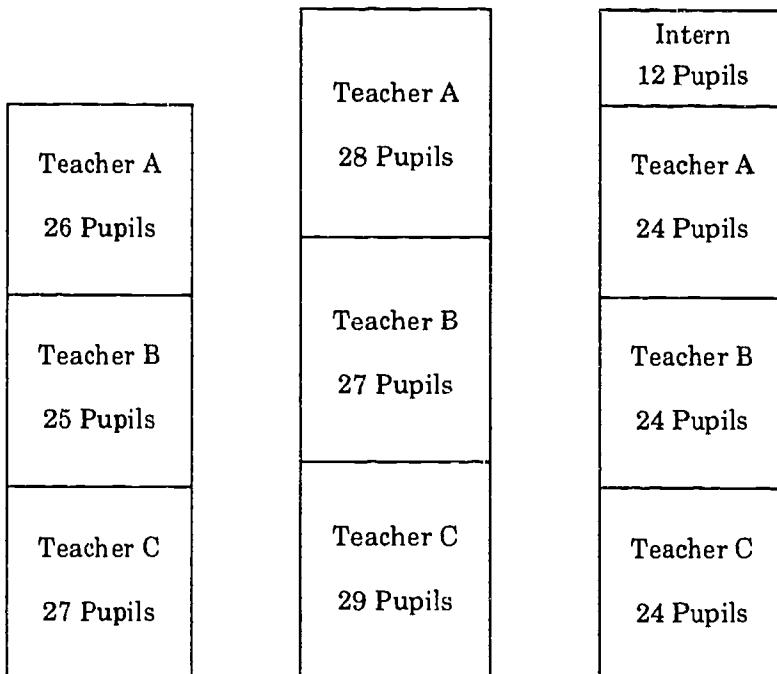
The intern team design is cooperatively developed by the individual school system and the college or university. It is coordinated by WIP.

School districts have considerable leeway in how a particular internship is organized and how an intern will contribute to a school setting. Following are examples of possible intern team designs.

Pupil Addition in a School District:

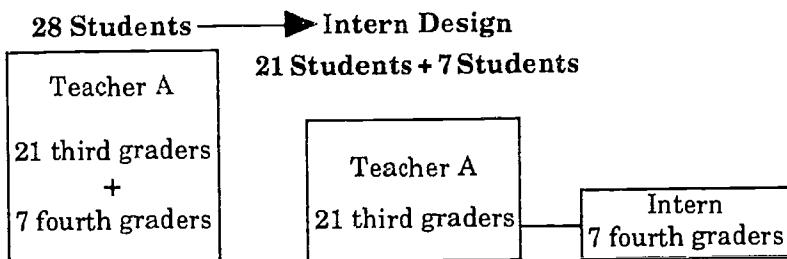
78 Students → Plus 6 = 84 Students

**Intern Design
for 84 Students**



This design reduces a teacher-to-pupil ratio of 1 to 28 to a team ratio of 1 to 21, providing for greater contact with students. This design also depends on a total team approach. Release time must be provided for the intern to observe other teachers and for the cooperating teacher to observe, confer, and plan with the intern.

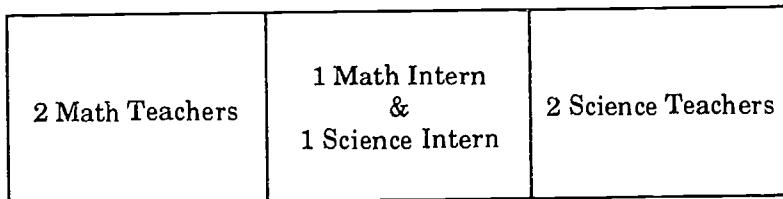
Split Class



Though the class will remain a single unit, teaching responsibilities are shared. This provides for the unique needs of students at two grade levels.

One way of doing this is for the cooperating teacher and intern to share responsibility for reading, language arts, mathematics, and spelling classes. The cooperating teacher would have sole responsibility for Grade 3 science and social studies, while the intern would teach Grade 4 science and social studies.

Junior High/Middle School Teams



With 120 students in this design, four teachers would create a 1:30 ratio, five teachers would create a 1:24 ratio, and two interns with four teachers would give 1:20 team ratio. Again, the resources, facilities, and participants need to be studied and in agreement prior to the development of the design.

A High School Design

A high school with a typical block schedule might program interns according to this model:

X = Assigned Classes

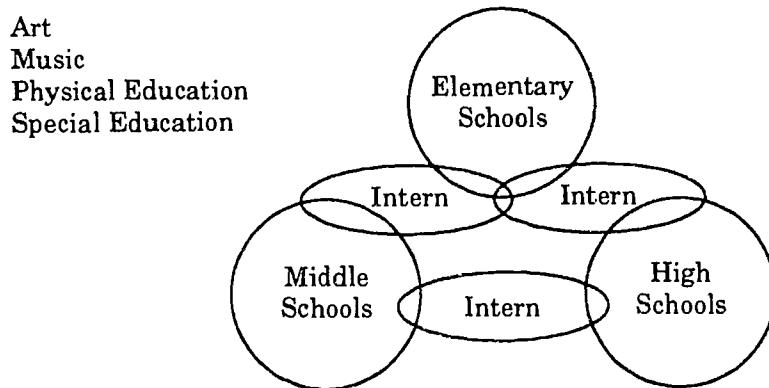
Period	1	2	3	4	5	6	7
Teacher A	X	Observe Intern	X	X	P L	X	X
Teacher B	Observe Intern	X	X	X	A N N I N	X	X
Intern	X	X	Team	With A	G	Team	With B

A key component of this design is the opportunity for *common planning time*. The intern's schedule is flexible so that the intern is available to team with each of the other teachers. This underscores the importance of the enrichment factor that the intern program gives to the team.

The potential of an intern team design in any department or school is limitless. The intern becomes an extra human resource for curricular and instructional planning. The intern is able to enrich an instructional unit by team teaching or substituting; the cooperating teachers become renewed through their efforts at observing and evaluating; and the school becomes not only a place for educating youth but also a center for continuing staff development.

Special Fields

Interns in special fields such as art, music, and physical education, as well as in special education need experience at both the elementary and the middle/secondary level to qualify for a K-12 license. The diagram gives an example of three possible combinations using elementary, middle, and high schools that might afford the intern the necessary experience.



The interns in this situation may share time between the elementary and middle school, between the elementary and high school, or even, where appropriate, between the middle school and the high school. The amount and type of experience in each setting is determined jointly by all participants in the team.

The designs suggested here are just a beginning. There are as many possible intern team designs as there are creative and unique ideas in the field of education. The crucial aspects of developing a functional design include an involvement and a commitment to a developed partnership of school and college, as well as an expressed dedication to the preparation of quality teachers through a realistic and responsible, yet flexible, team design.

Professional Organizations for the Intern

As regularly enrolled students in a school or department of education, teacher interns are eligible for membership in the Wisconsin Federation of Teachers (WFT), the American Federation of Teachers (AFT), the National Education Association (NEA), and the Wisconsin Education Association Council (WEAC). Interns may wish to check with local teacher association members regarding student memberships in other states.

Membership privileges include receipt of state and national publications, participation in education conferences, eligibility to attend conventions, and liability insurance.

Membership information can be obtained by writing to:

Wisconsin Education
Association Council
Box 8003
Madison, WI 53708

Wisconsin Federation
of Teachers
2021 Atwood Avenue
Madison, WI 53704



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